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ABSTRACT

This final evaluation report describes third-year activities of Project GO-FOR-IT (Great Opportunities for Optional Resources to Improve the Talents of Gifted Bilingual High School Students) which provided supplemental instruction in English as a Second Language, content area instruction, and native language arts instruction to 271 gifted and talented but limited English-proficient students in three Brooklyn (New York) high schools. Participating students were native speakers of Haitian Creole, Vietnamese, Chinese, Spanish, Italian, and Russian. At each school, bilingual educational enrichment centers offered guidance counseling, career and college advisement, instruction in microcomputers, field trips, the publication of multilingual student magazines, parental contact, staff development, and tutoring. In its final year, the project partially met its objectives in attendance, staff development, and parent involvement; it did not meet its objective in the content area subjects. Gains in English language skills appeared to be achieved. In its 3 years of operation, the project met most of its objectives with its major strength being the bilingual enrichment centers and its primary weakness its inability to implement the curriculum development objective. (DB)

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GREAT OPPORTUNITIES FOR OPTIONAL RESOURCES TO IMPROVE THE TALENTS OF GIFTED BILINGUAL HIGH SCHOOL STUDENTS (PROJECT GO-FOR-IT)

Grant Number: G008710332

1989-90

FINAL EVALUATION REPORT

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Chancellor

GREAT OPPORTUNITIES FOR OPTIONAL RESOURCES TO IMPROVE THE TALENTS OF GIFTED BILINGUAL HIGH SCHOOL STUDENTS (PROJECT GO-FOR-IT)

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8/90

GREAT OPPORTUNITIES FOR OPTIONAL RESOURCES
TO IMPROVE THE TALENTS OF GIFTED BILINGUAL HIGH SCHOOL STUDENTS
(PROJECT GO-FOR-IT)
1989-90

SUMMARY

- Project GO-FOR-IT was fully implemented. During the 1989-90 school year, 271 gifted and talented students whose native languages were Haitian Creole, Vietnamese, Chinese, Spanish, Italian, and Russian received instruction in English as a Second Language (E.S.L.); Native Language Arts (N.L.A.); and the content areas of mathematics, science, and social studies. The project also provided support services, staff development, and parental involvement activities.

- The project partially met its objectives in attendance, staff development, and parent involvement; it did not meet its objective in the content area subjects. Although students made significant gains in English language skills, it was impossible to evaluate the E.S.L. objective as stated due to a lack of appropriate data. The project did not attempt to meet the curriculum development objective this year and while it offered N.L.A., had no specific objectives for it.

Project GO-FOR-IT completed the third year of an Elementary and Secondary Education Act (E.S.E.A.) Title VII three-year funding cycle. The project operated at Sarah J. Hale, Lafayette, and New Utrecht High Schools in Brooklyn and offered gifted students of limited English proficiency (LEP) a variety of support and enrichment services.

In its three years of operation, the project met most of its objectives. Project GO-FOR-IT's major strength lay in its bilingual enrichment centers. The program's primary weakness was its inability to implement the curriculum development objective.

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I. INTRODUCTION

Project GO-FOR-IT, in its third year of Title VII funding, provided supplemental instruction for gifted students of limited English proficiency (LEP) at New Utrecht, Sarah J. Hale, and Lafayette High Schools in Brooklyn.

PARTICIPATING STUDENTS

Project GO-FOR-IT served 271 gifted and talented students whose native languages were Haitian Creole/French, Vietnamese, Chinese, Spanish, Italian, and Russian. Of this number, 149 attended both semesters, 90 attended fall only, and 32 attended spring only. (Total fall attendance was 239; total spring attendance was 181.) Most of the students were eligible for the free lunch program, an indication of family income at the poverty level. Many students had jobs after school. Parents often worked long hours, making it difficult for them to attend school functions. Education prior to immigration varied considerably; most of the students, however, were on grade level.

STAFF

Title VII-funded project staff included the project director (who had a master's degree), two resource teachers (one with a master's and one with a bachelor's degree), one paraprofessional (who had a bachelor's degree), and a family assistant (who had a high school diploma). In addition, Project America funded a third resource teacher who provided services to Chinese students at one of the sites. The project director and one resource teacher were fluent in Spanish; two resource

teachers and the paraprofessional were fluent in Chinese; and the family assistant was fluent in Haitian Creole.

II. IMPLEMENTATION

Students who scored below the 40th percentile on the English version of the Language Assessment Battery (LAB) were eligible for the program. Other criteria used in the selection and placement process included school records, testing, letters of recommendation from teachers, and personal interviews.

Students received instruction in English as a Second Language (E.S.L.); Native Language Arts (N.L.A.); and bilingual instruction in the content areas of mathematics, science, and social studies. Students also received instruction in computer science and career education through an interdisciplinary approach.

Each project site established a bilingual enrichment center which offered tutoring, guidance and counseling, career and college advisement, instruction in microcomputers, field trips, and the publication of multilingual student magazines. The program also conducted activities for staff development and parental involvement.

III. OUTCOMES

INSTRUCTIONAL

English as a Second Language

- Eighty-five percent of all targeted students will demonstrate an appropriate increase in English language proficiency as indicated by mastery of one English syntax objective per 20 days of instruction demonstrated on the appropriate level of the LAB.

Matching data were available for 92 students. The mean gain was 4.7 Normal Curve Equivalents (N.C.E.s) (s.d.=11.5), and analysis indicated a significant ($p<.05$) gain between the pretest and posttest. However, while the data indicated that participating students increased their proficiency in English, it was impossible to assess the objective as stated.

Content Area Subjects

- Eighty-five percent of all targeted students will achieve a passing grade of 85 or better in the subject areas of mathematics, computer science, social studies, and science as indicated by results on teacher-made final tests, using tabulation of grade results.

In both semesters, less than 52 percent of the students in mathematics, science, social studies, and computer science classes earned a passing grade of at least 85. (See Table 1.)

Project GO-FOR-IT did not meet its objective for content area subjects.

TABLE 1

Student Achievement in Content Area Courses

Subject	Fall Semester		Spring Semester	
	Number of Students	Percent Passing	Number of Students	Percent Passing
Mathematics	183	33.9	144	40.3
Science	152	30.3	116	30.2
Social Studies	196	37.8	161	46.0
Computer Science	93	47.3	60	51.7

- Far less than the proposed 85 percent of students passed courses in each content area subject.

NONINSTRUCTIONAL

Attendance

- The attendance rate of target students will be ten to 15 percent greater than mainstream students as indicated by school records.

At Lafayette High School, the attendance of program students was 17 percent greater than that of mainstream students; at New Utrecht High School, program students' attendance was five percent greater; and at Sarah J. Hale High School attendance was 37 percent greater. (See Table 2.) The project met its objective at two of its three sites.

TABLE 2

Attendance Rates of Program and Mainstream Students by School

High School	Program		Mainstream
	Number of Students	Percent Attendance	Percent Attendance
Lafayette	68	90.4*	77.0
New Utrecht	82	88.3	84.0
Sarah J. Hale	26	98.4*	71.6

*Program students' attendance rate was significantly higher ($p<.05$) than mainstream students' attendance rate.

- At all schools, program students had a higher attendance rate than did mainstream students.

Staff Development

- Staff development will consist of regular, scheduled workshops, and undergraduate and graduate courses scheduled by the director in conjunction with the staff at Brooklyn College of the City University of New York.

- Ninety percent of the program staff will demonstrate professional growth by completing and passing courses of study as indicated by college transcripts, and attending in-service training sessions as indicated by certificates and attendance records.

Project GO-FOR-IT held monthly staff conferences to discuss administrative and curriculum issues. Staff members attended a conference for social studies teachers of LEP students as well as workshops on a variety of topics. Therefore, the project met its first objective for staff development.

Staff members took a variety of relevant university courses. Since the project failed to provide information

regarding the number or percentage of staff completing college courses, it was impossible to evaluate the second objective for staff development.

Parental Involvement

- Parents and adult siblings of project students will be offered training in E.S.L. and methodologies on how to help the gifted and talented bilingual high school student.

The project provided E.S.L. classes in the evening for project parents and adult siblings. It also offered a civics class to help them prepare for the citizenship exam. A Parents Advisory Council met once every two months throughout the year.

Project GO-FOR-IT met its first objective for parental involvement.

- Parents of target students will demonstrate more parental involvement than parents of mainstream students by demonstrating a ten to 15 percent higher attendance at school functions.

Since the project did not provide data on mainstream parent attendance, it was impossible to assess the second objective for parental involvement.

IV. CONCLUSIONS

During the 1989-90 school year, Project GO-FOR-IT provided services to 271 gifted and talented LEP students whose native languages were Haitian Creole, Vietnamese, Chinese, Spanish, Italian, and Russian. Participating students received instruction in E.S.L.; N.L.A.; and the content areas of mathematics, science, and social studies. The project also

provided support services, staff development, and activities for parental involvement.

The project met one objective for staff development and one for parental involvement. It partially met its attendance objective. It did not meet its objective for the content area subjects. Because of a lack of appropriate data, it was impossible to evaluate the E.S.L., one staff development, and one parental involvement objective. Project GO-FOR-IT did not attempt to meet its objective for curriculum development this year. The project's strength lay in its efforts to expand students' horizons through the activities offered at the enrichment centers.